

CONNECTICUT STATE DEPARTMENT OF EDUCATION

**Bureau of Early Childhood, Career and Adult Education
Career and Technical Education**

**Carl D. Perkins Program Compliance Review Process
2005-2006**

November 2005

**June Sanford
Perkins Program Manager**



Perkins III - Accountability

- Promoting reform, innovation, and continuous improvement in all career and technical education programs.
- Preparing students to meet challenging state academic standards and industry-recognized skill standards for postsecondary education, further learning, and a wide range of opportunities in high-skill, high-wage careers.



Core Indicators

- Student attainment of challenging state established academic, and career and technical skill proficiencies.
- Student attainment of a secondary school diploma or its recognized equivalent, a proficiency credential in conjunction with a secondary school diploma, or a postsecondary degree or credential.
- Placement in, retention, and completion of, postsecondary education or advanced training, placement in military service, or placement or retention in employment.
- Student participation in and completion of vocational and technical education programs that lead to nontraditional training and employment.



2005-2006 State CTE Focus Areas

- Advisory Boards
- Standards-based Curriculum/Assessment
- CTSO Development
- Career Development and Work-based Learning
- Postsecondary Linkages



Perkins III—Focus on Quality

- Eight areas “Requirements for Use of Funds”
- CTE activities meeting the state performance indicators
- Improvement of academic and skill performance
- Student experience with business and industry
- CTE offering challenging academic proficiencies
- Community involvement in CTE programs
- CTE programs: size, scope and quality
- CTE evaluation and continuous improvement processes
- Strategies to enable CTE spec. pop. to meet state performance levels.
- Steps to insure that member of spec. pop. are not being discriminated against.
- Promotion of nontraditional training and employment
- Professional development for all CTE, academic, counselor and administrative staff.



PCR Instruction Sheet

- Follow the instructions provided on the PCR Instruction Sheet.
- A description is provided for:
 1. Stages of the PCR process
 2. Setting up the agenda
 3. Order of documents to be submitted



CTE/PCR Questions

- On the CTE/PCR Question Template all documents and questions necessary for the PCR binder are listed and matched to the Perkins legislation.
- Place a check mark in the H.S. column before submitting your PCR binder.



Keep it simple!

- Please provide all documentation, in a brief but concise format.
- Follow the binder format as enumerated in the CTE/PCR Question Template.
- Be sure to Check off all items to be submitted.
- Be prepared to provide other documentation as necessary on the day of the review, such as: Curricula from all CTE program areas.



General Information Sheet

- Please complete the General Information sheet to be inserted in your binder in the order listed on the PCR Instruction Sheet.



Program Compliance Review Questions

Section A

Curriculum

Section B

Enrollment

Concentration

Academic Integration

Section C

Skill Attainment and Assessment



Program Compliance Review Questions

Section D

Professional Development

Section E

Special Populations and Non-Traditional Participants

Section F

Secondary and Postsecondary Linkages



Program Compliance Review Questions

Section G

All Aspects of the Industry

Section H

Equipment

Section I

Other questions related to CTE focus areas and the
Choice Education law



Sample Agenda

- A sample agenda is provided.
- Modify the agenda to meet your needs.
- Select team members who will best represent all program areas and initiatives that were a focus for this year's grant proposal. A list of team representatives is included in the PCR Instructions.
- Please be sure to include names and titles on the agenda form.



Student Interviews



- **Select a cross-section of CTE students representing all CTE programs.**
- **Students Interviewed as a group during the site visitation.**

Teacher Questionnaire

- All Career and Technical education teachers independently complete the teacher questionnaire.
- Teacher questionnaires should be inserted in your PCR binder.



PCR Binders

- All high school documentation in duplicate requested in the PCR Binder should be mailed to the Perkins Program Manager two weeks prior to your high school review.



Contact E-mail Address

- Be sure to sign in with your e-mail address and all documents referred to in this presentation can be e-mailed to you.



Questions and Answers



Meet now with your assigned State Consultant

- **Please locate the State Consultant assigned to your high review at this time, for a brief meeting on your high school review.**





Team Assignments

(See Handout)

**Carl D. Perkins Program Compliance Review
Team Assignments 2005 – 2006**

Judith Andrews

**Brien McMahon High School
Griswold High School
Shepaug Valley High School**

Lee Marcoux

**Bacon Academy
Berlin High School
Tourtellotte High School**

Dr. Diane Ross Gary

**Conard High School
Woodstock Academy**

Lori Matyjas

**Bassick High School
Bunnell High School
Portland High School**

Dr. Stephen Hoag

**Manchester High School
New London High School
Wilbur Cross High School**

June Sanford

**Montville High School
Stamford High School
Westbrook High School**